



2-IRY  
A12  
1892-1933

The Library of



Brown  
University

Presented by

Education Department



RHODE ISLAND  
ARBOR DAY  
MAY 12 1911

TWENTY FIFTH ANNIVERSARY

1886

1911



TWENTIETH ANNUAL PROGRAM

FOR THE

OBSERVANCE OF ARBOR DAY IN  
THE SCHOOLS OF RHODE ISLAND

MAY 12, 1911

ISSUED BY

THE COMMISSIONER OF PUBLIC SCHOOLS  
STATE OF RHODE ISLAND



Scarlet oak foliage.

"THERE IS NOTHING IN WHICH GOD ASKS SO LITTLE OF US AND GIVES SO MUCH AS IN THE PLANTING OF A TREE. HE GIVES THE SOIL, THE SEED, THE MOISTURE, THE SUNSHINE, THE AIR,—YES, AND THE SELFLESS IMPULSE TO DO OUR LITTLE PART IN JUST PLANTING."





"IN MEMORIAM ABRAHAM LINCOLN  
INAUGURATION OF ARBOR DAY IN RHODE ISLAND  
APRIL 29, 1886 "

(See page 6)

## STATE OF RHODE ISLAND

## DEPARTMENT OF EDUCATION

## COMMISSIONER'S ARBOR DAY MESSAGE

*To the Boys and Girls of Rhode Island Schools:*

In this year's annual festival of the trees you observe the twenty-fifth anniversary of Arbor Day in Rhode Island. Through the kind aid of our friends, I am sending you a picture and account of our first Arbor Day tree and stories of tree-planting and tree-study in these past years. The children who first kept Arbor Day left the schools long ago, but as men and women they still cherish the fellowship of the trees and rejoice, as you do, in the coming of springtime. You, in your turn, soon to be followed by others, learn from the lessons of the trees how to make your world more beautiful.

You are invited this year particularly to acquaint yourselves with the trees of your neighborhood and fittingly to observe and protect the trees planted on past Arbor Days. To care for trees is a thing children and youth may learn to do, and it is a public service no less important than to plant them. To protect from mutilation or destruction a single tree on lawn or street, in park or woodland, is to help in the conservation of our natural wealth and beauty.

You may learn the value of trees, you may know their friendliness, you may take into your lives something of their freshness, beauty and serenity; but you will not share in the vital service of Arbor Day, which "stretches its sheltering shades" over coming generations, until you have taken a real part in the planting and preservation of trees. To plant at least one tree is Arbor Day's call to every one.

You will be glad to know that everywhere in Rhode Island the children and youth of the schools have kept Arbor Day for the past twenty-five years with ever increasing interest and achievement. Never before, as in the past year, have so many shade trees been planted. Never before has there been a livelier public interest in civic improvement.

I am glad to send you, as gifts of our friends, new and interesting things about the trees of your neighborhood, with friendly hints for keeping Arbor Day. Especially significant, in appreciation of the worth and promise of the schools' observance of Arbor Day, is the Governor's anniversary message to you.

Very sincerely yours,

*Nathan E. Ranger*

State House, March 20, 1911.

## STATE OF RHODE ISLAND.

## EXECUTIVE DEPARTMENT.

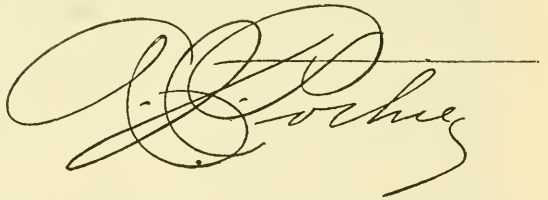
## ANNIVERSARY MESSAGE OF THE GOVERNOR.

In view of the fact that it formerly was the custom in Rhode Island, before Arbor Day was established and fixed by law, for the Governor to direct the observance of this day by proclamation, it seems fitting that a word of recognition from the Governor of the State should mark this twenty-fifth anniversary of our first Arbor Day.

The observance of this day has spread throughout the states until it has become practically national. In states where the day is not set aside by law, it is still denoted annually by executive proclamation.

The custom of planting trees, which the school children have followed for several years, is of greater significance than they realize. In the years to come the children of to-day—the future men and women of affairs in the nation—will be more concerned in the great question of the preservation of the forest areas of the country, and more zealous in aiding in the conservation of its natural resources, than have the generations preceding them.

I believe that the future physical aspect of America, with systems of forestry established and a comprehensive policy of conservation perfected, will owe more than at present can be conceived to the lessons of Arbor Day, as taught by the annual tree-planting exercises of the school children of this generation.

A large, stylized handwritten signature in dark ink, likely belonging to the Governor mentioned in the text. The signature is written over a horizontal line.

*Governor.*

PROVIDENCE, March 20, 1911.



## SUGGESTIVE PROGRAMS

General Theme for Arbor Day, 1911—The Trees of Our Neighborhood.

**CHORUS.      SCRIPTURE.      COMMISSIONER'S MESSAGE.      GROUP EXERCISE.**  
**ESSAY.                  AN ACCOUNT OF ARBOR DAY IN RHODE ISLAND.                  CHORUS.**  
**ESSAY**, in two or more parts, **OUR TREE NEIGHBORS**, illustrated by "Tree Census" maps.  
**SNAP SHOTS OF TREE FRIENDS**—short, original descriptions by a number of pupils.  
**CHORUS.      RECITATION.      GROUP      EXERCISE.      GOVERNOR'S MESSAGE.**  
**CHORUS.      PLANTING      EXERCISES.**

Be sure to Plant a Tree, a Shrub, a Vine, or some Flowers.

### NOTE TO TEACHERS:

The celebration of Arbor Day should lead to a closer acquaintance with the trees seen every day. It is suggested that the pupils take a "Tree Census" of the trees in the streets and yards of a selected area, recording the name and position of each upon maps drawn for the purpose. Tree walks are urged as a means of stimulating interest, observation, and appreciation.

#### PLANTING OAKS FROM MT. VERNON.

On January 3, 1911, eighteen grammar schools in Providence planted on their school grounds oak trees from Mt. Vernon, donated by Mrs. John Carter Brown. The following programs are examples of the exercises held in connection with this planting.

#### POINT STREET GRAMMAR SCHOOL.

Entrance march, orchestra; salute to the flag; recitation, "What is a Tree?" recitation, "How Trees Grow;" recitations, "Advantages of Trees (a) to Climate, (b) to Water Courses, (c) to Man, (d) The Products from Trees;" composition, "Advantages of Trees to a City;" recitation, "Woodman Spare That Tree;" essay, "Trees as Monuments;" recitation, "Mount Vernon—the Home and Burial Place of Washington;" "Washington, the Boy; the Surveyor, the Messenger, the Soldier, the Statesman;" song, "Washington, the Leader;" Pierpont; dedication of a Mount Vernon oak to the memory of Washington; singing, "The Star-Spangled Banner;" recessional march, orchestra.

#### GROVE STREET GRAMMAR SCHOOL.

Chorus, "Tree Friends," by the school; essay, "What Trees Mean to a City;" essay, "Our Mount Vernon Oak;" poem, "What Does He Do Who Plants a Tree?" chorus, "We Love the Grand Old Trees," poem, "Great Washington;" poem, "The Pathless Forest," by pupils of Room 3; poem, "Washington;" duet, "The Song Sparrow;" poem, "I'm Going to Plant a Big Oak Tree;" poem, "In Honor of Washington," pupils of Room 5; poem, "What Can We Do?" girls of Room 6; poem, "Trees;" chorus, "God Save the Tree We Plant," salute to the flag; three cheers for Mrs. John Carter Brown; singing of "America."

#### WEBSTER AVENUE GRAMMAR SCHOOL.

Singing, "Ode to Arbor Day;" recitation, "The American Forests," by 3 pupils; recitation, "A Psalm of Friendly Trees," recitation, "The Poets and the Trees," by 8 pupils; recitation, "We Love the Trees," by 4 pupils; declamation, "Thoughts of a Natural Forester;" reading, "The Groves Were God's First Temples;" declamation, "The Grand Old Trees;" reading, "Trees in a City;" reading, "The Tree We Plant To-day;" declamation, "The Oak;" reading, "Conserving the Oak;" dedication of tree to Washington; singing, "America," by the school.

## ARBOR DAY IN RHODE ISLAND.

### Twenty-fifth Anniversary.

At a meeting of the Barrington Rural Improvement Society, held on March thirty-first, eighteen eighty-six, a resolution was passed, on motion of the late Irving M. Smith, to petition the General Assembly to appoint a day as Arbor Day. On the twenty-ninth of the following April the society, assisted by the pupils of the public schools of the town, planted with appropriate ceremony, an elm tree, dedicating it to Abraham Lincoln. The following day the graduating classes of the high and grammar schools of the city of Providence held similar exercises at Roger Williams Park. Thus was initiated this spring festival in Rhode Island.

The tree mentioned in the preceding paragraph has the honor of being the first one planted in this State as an "Arbor Day" tree. It stands near the railroad station at West Barrington, and a recent photograph of it is presented as a frontispiece of this pamphlet. When set out, the tree was a sapling easily carried by one person. At this time it is between thirty and forty feet high, and has a diameter of sixteen inches and a circumference of about forty-eight inches, measured five feet above the surface of the ground. It bears the following inscription:—

"In memoriam Abraham Lincoln,  
Inauguration of Arbor Day in Rhode Island, April 29, 1886."

The petition of the Barrington Society was duly presented to the General Assembly, and on May sixth, eighteen eighty-seven, the following act was passed: "Such day as the governor of the State may appoint as 'arbor day' shall be a holiday, but it shall not be lawful to require payment of notes, checks, and bills of exchange due and payable on said holiday to be made on the day next previous thereto."

The first proclamation was issued that year by the governor appointing May twentieth as Arbor Day in eighteen eighty-seven. On May thirteenth, eighteen ninety-six, by an act of the General Assembly the day was made a full legal holiday, and the second Friday in May was fixed as the date thereof.

The first Arbor Day program issued by the Commissioner of Public Schools, in compliance with the requirements of law, was published and distributed in eighteen ninety-two. The number for nineteen hundred and eleven is, therefore, the twentieth annual program for the observance of Arbor Day in the schools of Rhode Island. The plan of distributing the annual programs has two features peculiar to Rhode Island. They are sent to superintendents and teachers in response to a specific request and in numbers for distribution among pupils. For this reason, the number required from year to year indicates the degree of interest in Arbor Day and the extent of its observance in schools. To meet the increasing demand for the program, it has been found necessary to issue a larger edition from year to year. The number required at present for all purposes is nearly fifty thousand, the number having been doubled in about five years. The plan provides that any pupil in the public schools of the State may receive a copy.

The record of Rhode Island's Arbor Day for twenty-five years has been a worthy one. Its practical achievements, its educational effects, its hold on young and old, and its promise of continued usefulness are facts well known and clearly indicated in the following pages.

## SCRIPTURE READING.

I made me gardens and orchards and I planted trees in them.  
 I will make the place round about my hill a blessing.  
 The ground shall bring forth its increase and the trees shall be filled with fruit.  
 I will plant in the wilderness a cedar.  
 It shall bring forth boughs and be a goodly cedar.  
 I will set in the desert the fir tree and the pine.  
 The desert shall rejoice and blossom as the rose.  
 The desolate land shall be tilled.  
 The wilderness and the solitary place shall be glad.  
 Thou shalt not destroy the trees for the tree of the field is man's life.

## THE PLANTING OF THE TREES.

Have you ever seen on a wayside slope  
 The elms and maples, with branches high,  
 That some one planted, in faith and hope,  
 Far back in the silent years gone by?

Oh, not in vain there were left in trust  
 To a later age the trees he set:  
 When he who planted is turned to dust,  
 The good that he wrought survives him yet.

So, now, as the bounteous hours of spring  
 With bud and blossom, come up the way,  
 A joyful duty to all they bring—  
 There is work for all on Arbor Day.

A lifetime treasure of shade or fruit  
 May children gain for their transient toil,  
 When a tree shall rise from the slender root  
 They are burying deep in the mellow soil.

It will catch the sun's first gleam at morn,  
 Among its branches the birds will nest,  
 And other children, as yet unborn,  
 May seek in summer this place of rest.

Thus, year by year, as the day comes round,  
 Be this the work of our loyal care,  
 Till the land shall be with beauty crowned,  
 And waste-fields change to a garden fair.

—EUGENE C. DOLSON.



### A FAMOUS RHODE ISLAND ELM.

In "The Autocrat of the Breakfast Table," Oliver Wendell Holmes describes his first view of the great elm which stood near the Ochee Spring in Johnston, "Rhode Island—a small but delightful state in the neighborhood of Pawtucket." . . . "All at once I saw a great, green cloud swelling on the horizon, so vast, so symmetrical, of such Olympian majesty that my heart jumped at my ribs as a hunter springs at a five barred gate." . . . "It is a grand elm for size of trunk, spread of limb, and muscular development—one of the first, perhaps THE first, of the first class of New England Elms."

NOTE—This tree was blown down about twenty-five years ago. Has any one a picture of it?

### THE GREAT JOHNSTON ELM.

As a result of the above query, which appeared in the Arbor Day program for 1910, and through the kindness of Mr. Angell of the Ochee Spring Water Co., it is possible now to show a picture of the great Johnston elm to all readers of the 1911 program.

The original photograph was taken by Manchester Bros., about 1864, probably only a few years before the tree was blown down. No late measurements of the tree are now available. Those given below were taken nearly a quarter of a century before the photograph. Without doubt the tree had grown considerably in the meantime. The measure-



ments will show that it was an enormous tree as far back as 1840. Following is a paragraph quoted from page 292 of EMERSON'S TREES AND SHRUBS OF MASSACHUSETTS, printed in 1850, which will be of historic interest to all lovers of large or famous trees.

"At Johnston, R. I., on the estate of Royal Potter, Esq., is a magnificent elm, which I measured, August 21, 1840, with the aid of Hon. Horace Mann. At from twelve to fifteen feet, it throws up a prodigious weight of branches, twelve, each equal to a tree,—forming a broad, one-sided head. At five feet from the ground, which is the smallest place, its girth is twenty-two feet two inches; at seven, it is twenty-two feet nine inches; at one and a half on one side, three on the other, twenty-nine feet nine inches; at three, twenty-four feet nine inches. Below, one and a half or three, the roots bulge out. The first large branch, which has a girth of eleven feet two inches, divides into two. The second, thirteen feet ten inches in girth, divides into five branches. The horizontal extent of the southeast branch is sixty-nine feet one inch. It is a very old tree and falling into decay, but is still vigorous, and clothed with a rich dark foliage. Its uncommon growth is, doubtless, owing to its peculiar situation. A small perennial stream flows near it, and its most vigorous limbs are stretched so as to overshadow, for many feet, the little fertile glade through which it flows. It is near a farmer's yard, the animals belonging to which are often standing by day, or lying by night, under the covert of its branches. It has, to visitors, the additional recommendation of being on the farm of a worthy magistrate, who knows how to respect the curiosity of those who visit it."

—J. FRANKLIN COLLINS.

What makes a first-class elm? Why, size, in the first place and chiefly. Anything over twenty feet of clear girth, five feet above the ground, and with a spread of branches a hundred feet across, may claim that title, according to my scale.

—OLIVER WENDELL HOLMES.

The tree's early leaf buds were bursting their brown,  
 "Shall I take them away?" said the frost sweeping down.  
     "No; leave them alone  
     Till the blossoms have grown,"  
 Prayed the tree, while he trembled from rootlet to crown.

The tree bore his blossoms, and all the birds sung,  
 "Shall I take them away?" said the wind as he swung.  
     "No; leave them alone  
     Till the berries have grown,"  
 Said the tree, while his leaflets quivering hung.

The tree bore his fruit in the midsummer glow,  
 Said the child, "May I gather the berries now?"  
     "Yes; all thou canst see,  
     Take them; all are for thee,"  
 Said the tree, while he bent down his laden boughs low.

—B. Bjornson.



### THE FOUR APPLE TREES.

Many years ago, there was a man who wanted to have a beautiful orchard. So he sent for some young trees, knowing that he should not have to wait so long for his orchard if he planted trees which had already had a good start in growing.

Unfortunately, however, the trees arrived just at a time when the man was obliged to leave home for several days. He was afraid the trees would not live unless they were planted very soon, and yet he could not stay to attend to them. Just then a man came along who wanted work.

"Do you know how to set out trees?" asked the owner.

"Yes, indeed," said the other man.

"Then you may stay and set out these young apple trees. I am going to have an orchard, and I have marked the places for the trees, with stones."

By and by the owner of the trees came back and went to look at his orchard. He had been gone four days.

"How is this!" said he, "only four trees set out?"

"That is all I had time for," said the other man. "I dug great holes, so that the roots might be spread out to the farthest tip; I hauled rich earth from the woods, so that the trees might have the best of food; I set the trees straight and filled the holes with care. This took all the time, but these four trees are well planted."

"That is too slow a way for me," said the owner, "I can plant the whole orchard in one day."

So he went to work and planted the other trees in his own way. He did not dig the holes large enough or deep enough, and so many of the little root-mouths were broken off when he set the trees into the holes. He did not take pains to get soft, rich earth to fill the holes, and so the trees could not have as good food as they needed.

The poor little trees lived for a while, but they were never very strong, never bore very good apples, and at last were cut down. All that was left of the orchard were the four trees which had been planted with such faithfulness and care.

These four trees are now older than an old man, and have been bearing delicious great apples for many, many years.

—EDWARD EVERETT HALE.

### A BOY'S CHOICE.

"I'll help to plant trees,  
I'll plant apples, and peaches and cherries and plums,  
So I'll always have plenty to give to my chums;  
But not for the world and all of its riches  
Will I help to plant any tree that grows switches"

—FRANCES FREY.

## HOW TO KNOW THE OAKS AND MAPLES OF RHODE ISLAND.

## THE OAKS.

PROFESSOR J. FRANKLIN COLLINS, Brown University.

Eleven native oaks are recognized as growing in New England, not including certain variations which are sometimes considered as more or less distinct, nor the dwarf **CHINQUAPIN OAK** which probably never reaches a sufficient size to justify calling it a dwarf tree. Of these eleven species, eight are fairly common in various parts of Rhode Island, or throughout the state.

An oak may be distinguished at once from all other trees by its fruit. This is the well-known acorn, set in its equally well known scale-covered cup. With the aid of the accompanying plate, \*showing the outline of a typical leaf and fruit of each of the eight common oaks of Rhode Island, it ought to be a comparatively easy matter for any school boy or girl in the state to soon become familiar with all of the oaks in the vicinity of the school. A few words of caution should, however, accompany the preceding sentence. Remember the following:— No two leaves on a tree are exactly alike; the leaves of basal shoots or suckers often differ strikingly from those of the crown of the tree; young leaves are often quite different from mature ones, especially in hairiness, color, etc.; choose only typical (or normal) and mature leaves and fruits for study; leaves or acorns found under an isolated tree are likely to have fallen from the tree under which they were found.

The oaks may be divided into two rather well-marked groups, (1) the **WHITE OAK GROUP**, and (2) the **BLACK OAK GROUP**. The first group may instantly be recognized by the fact that its projecting angles or points are rounded (as seen in figs. 1, 2, 3), whereas in the Black Oak group, each projecting uninjured tip is prolonged into a sharp point or bristle (as seen in figs. 4, 5, 6, 7, 8). Again, the acorn kernel of the White Oak group is sweetish, while that of the Black Oak group is bitter.

The different species of oak will be described only to the extent that seems necessary for their accurate identification. It is possible to identify all the oaks at any season of the year, and by means other than those mentioned here. It would be well worth while for the teacher who has sufficient knowledge of the oaks to call attention to other characters by which they may be identified. Some of these other characters will be suggested by questions accompanying the special comments under each species.

Figure 1. **WHITE OAK**. Throughout the state. Prefers dryish soil. Often growing to a large size. The mature leaf is smooth on both surfaces (i. e. not hairy). This tree may almost invariably be told at any season of the year by the general character of the bark on trunks or limbs from six to ten inches in diameter. What is this characteristic of the bark?

Figure 2. **CHESTNUT OAK**, also called **ROCK OAK** and **ROCK CHESTNUT OAK**. Mainly in the northern and northwestern portions of the state, on rocky hillsides. The leaves are often more rhombic than indicated in the illustration, but the margins do not, as a rule, vary much from those indicated.

Figure 3. **SWAMP WHITE OAK**, also called **SWAMP OAK**. Throughout the state in wet places. The lower surface of the mature leaf is finely hairy, and the fruit is long

\*Each square on the background represents one square inch. The same method of indicating the scale is used in other illustrations in this program.

stalked. This tree can usually be recognized at any season of the year by its somewhat deflexed or hanging lower branches, and by certain peculiarities of the bark on branches from one to three inches in diameter. What are these peculiarities of the bark?

Figure 4. **SCARLET OAK.** Throughout the state. See discussion under the Black Oak.

Figure 5. **SCRUB OAK**, also called **BEAR OAK** and **BLACK SCRUB OAK.** Common throughout the state. A small tree or shrub preferring sandy or dry rocky soil. A small leaved species, occasionally fruiting when only a few feet in height. This and the Swamp White Oak are the only two Rhode Island oaks which have the under surface of the leaf grayish-, or whitish-downy (i. e. finely hairy) at maturity.

Figure 6. **RED OAK.** Rather common throughout the state. See discussion under the Black Oak.

Figure 7. **PIN OAK.** Frequent in the southern part of the state, and a fine tree under cultivation. Usually a small tree, though occasionally fair sized. The acorns and cups have the same general outline as those of the Red Oak, but are very much smaller, rarely (if ever) reaching three-quarters of an inch in length.

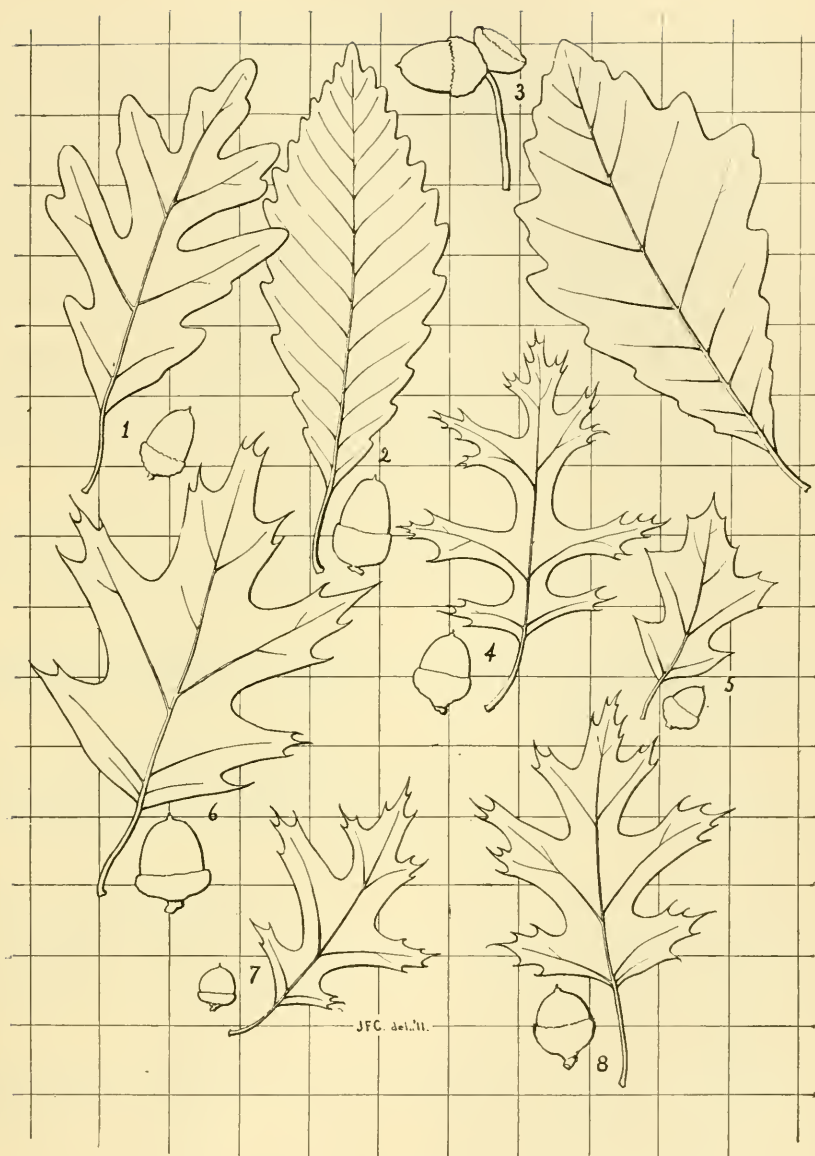
Figure 8. **BLACK OAK.** This and the White Oak are probably the two most common oaks throughout the state. Some leaves of the Black Oak are very similar to some of those of the Scarlet Oak, while others are very like some of the Red Oak. A normal or typical leaf of each is shown in figs. 4, 6, and 8. From a little study of these, it will be seen that the larger marginal indentations in the Scarlet Oak (fig. 4), are distinctly deeper or wider than those of the Black Oak (fig. 8), while the latter are deeper than those of the Red Oak (fig. 6). The Red Oak can readily be recognized by the large acorns (more than

three-quarters of an inch in length) which are set in a broad flat shallow cup, as shown in fig. 6. There is a variety of the Red Oak, known as the **GRAY OAK**, with a tapering or top-shaped base to the cup. It looks much like the cup shown in the figure of the Scarlet or Black Oak, but usually larger than either. The Scarlet Oak and the Black Oak are more difficult to separate than any other two oaks in Rhode Island. Aside from the characters shown in the illustrations the Scarlet Oak may be known by its bright red or crimson leaf coloration in the fall, by its globular winter buds which are minutely gray, hairy only at the tip, by the tips of the scales at the upper edge of the cup being closely appressed as if glued down, and by the whole cup being smooth and often



Black oak leaves.

shiny. As contrasted with this the Black Oak has a brownish leaf coloration in the fall, somewhat pointed, and angular winter buds which are grayish-hairy all over, cup scale tips separate or loose at the edge of the cup, and grayish-hairy surface to the cup.



LEAF AND FRUIT OUTLINES OF THE COMMON OAKS OF RHODE ISLAND.

1. White Oak. 2. Chestnut Oak. 3. Swamp White Oak. 4. Scarlet Oak. 5. Scrub Oak.  
6. Red Oak. 7. Pin Oak. 8. Black Oak.

## THE MAPLES.

Of the eight maples native to New England, only four are common in Rhode Island, and one of these (the **BOX ELDER**) probably only where planted or escaped from cultivation. In addition to these there are two foreign trees in common cultivation (the **NORWAY MAPLE** and the **SYCAMORE MAPLE**). There is no difficulty in recognizing the different maples by the leaves alone after a little experience. A maple may be distinguished from all other trees by its fruit. These are in pairs, each with a thickened portion containing the seed and a long flat curved wing which is slightly thickened along one edge. A pair of fruits is commonly spoken of as a "key." Two keys are shown in figs. 7 and 8. The leaves of the maples are placed on opposite sides of the twig, two at the same level, and in the true maples (excluding the Box Elder) there are at least three main veins radiating through the flattened portion of the leaf from the top of the leaf stalk.

Figure 1. **NORWAY MAPLE**. Commonly planted. Has very conspicuous globular clusters of yellowish flowers in spring. The leaf suggests the Rock Maple except that it is usually slightly broader than long. The fruit is different from other maples in having the two fruits of a key extending nearly horizontally, as shown in fig. 8. This is the only maple at all common in Rhode Island which shows a milky-white juice when a leaf is broken. The bark is also characteristic. Can you find out about this point?

Figure 2. **WHITE MAPLE**, also called **SOFT MAPLE**. Not very common wild, but rather common in cultivation. Flowers in close small clusters, usually yellowish or greenish. The first tree to bloom in the spring, rarely in February, but commonly early in March.

Figure 3. **SYCAMORE MAPLE** (the true **EUROPEAN SYCAMORE**). Commonly planted but not considered as good as the Norway Maple. It has rather compact hanging clusters (three to six inches long and an inch or more thick) of greenish flowers, followed by equally long clusters of fruits.

Figure 4. **ROCK MAPLE**, also called **SUGAR MAPLE** and **HARD MAPLE**. In rich woods and commonly planted. From the sap of this tree nearly all the maple sugar is obtained. The flowers are greenish, hanging on very slender thread-like hairy stalks, opening about the time the leaves appear, or a little later.

Figures 5 and 6. **RED MAPLE**, also called **SOFT MAPLE** and **SWAMP MAPLE**. Very common throughout the state in wet places, and often planted elsewhere. It has red twigs which are especially conspicuous in the winter and early spring. Its flowers are red and occur in small compact clusters in early spring, followed by the red fruits. A variety with yellowish twigs, flowers, and fruits is occasionally seen. A very variable tree in foliage and bark. Two common types of leaves are illustrated.

**BOX ELDER**, also called **ASH-LEAVED MAPLE**. Native in western New England. Commonly planted. The flower and fruit clusters suggest a loose cluster of the Sycamore Maple, but the leaf is compound, as shown on page 16 of this programme, whereas the leaves of all the true maples are simple.



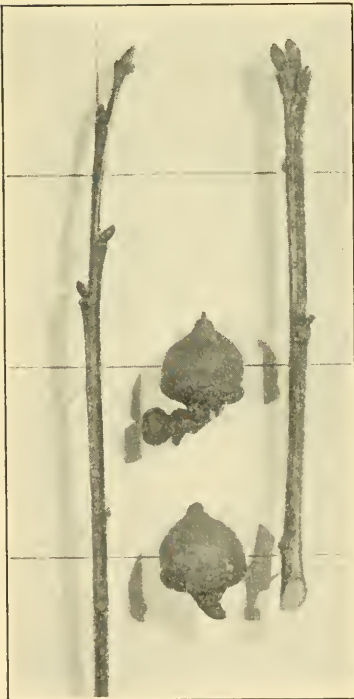


LEAF OUTLINES OF THE TRUE MAPLES OF RHODE ISLAND.

1. Norway Maple. 2. White Maple. 3. Sycamore Maple. 4. Rock Maple (commonly longer than figured). 5 and 6 Red Maple. 7. Fruit of Red Maple. 8. Fruit of Norway Maple.



Three compound leaves of Box Elder, or ash-leaved Maple.



Pin Oak.



Black Oak.

WINTER BUDS AND ACORNS.

#### FOUR MONTHS.

Stormy little February  
Muttered, "Horrid world this, very."

March marched in all cross and weeping,  
"Dirty world,—needs lots of sweeping."

April whispered, "S'pose I try  
To put sunshine in that sky."

May said, as the little leaves uncurred,  
"What a very lovely world!"

—J. M. L.



Scarlet Oak.

#### THE BABY-CLASS TREE.

We little folks planted a wee, wee tree,  
The tiniest tree of all;  
Right here by the school house door it stands,  
With two little leaves like baby's hands,  
So crumpled and soft and small.

And I really believe it is ever so glad  
That we planted it there to grow,  
And knows us and loves us and understands,  
For it claps them—those two little hands,  
Whenever the west winds blow.

—YOUTH'S COMPANION.



A White Oak Baby,  
8 months old.

# TREE STUDY IN HAMPDEN MEADOWS SCHOOL.

BERETA B. SMITH.

Feeling that many of the children knew practically nothing about the trees they saw every day, the plan for study of trees near the school of Hampden Meadows was started by the teachers in the fall of 1909.

The children ranged in ages from eleven to fourteen. The work attempted was very simple. Walks were arranged that would occupy about two hours, allowing time for taking measurements, and, where the tree was wholly unfamiliar for careful observation and some instruction. Within a day or two after the walk the work was reviewed in school with such added facts as the children were able to find. The children had free access in school to the best illustrated books on trees that the town library could provide. The following records of two of the tree walks indicate the nature and scope of the observations.

TREE WALK I. Starting from the schoolhouse, following road south to railroad station at HAMPDEN MEADOWS.

Distance: a little less than a mile.

Varieties of trees recorded (exclusive of orchard trees), cedar, maple, elm, white poplar, birch, black cherry, balm-of-Gilead, white pine, linden, white birch, cut-leaf birch, horse chestnut, white pine, alder, black willow, wild cherry, locust, ailanthus, spruce, mulberry, sycamore, sycamore maple, arbor vitæ, Lombardy poplar.

Trees measured: mulberry, 12 ft. 3 in.; black willow, 12 ft. 7 in.; white poplar, 9 ft. 6 in.; elm 7 ft. 8 in.; white pine, 4 ft. 7 in.; linden, 7 ft. 10 in.; ailanthus, 4 ft. 10 in.; arbor vitæ, 3 ft. 5 in.; horse chestnut, 5 ft. 8 in.

TREE WALK II. Starting from schoolhouse south to first corner, left to next corner, left again for about  $1\frac{1}{2}$  miles north to what is known as "GRANT'S CORNER," then south to schoolhouse. Distance about three miles. Varieties of trees recorded—maple, mulberry, locust, cedar, yellow birch, black oak, wild cherry, swamp oak, white oak, tupelo, dogwood, sassafras, sumach, white pine, pitch pine, beech, elm, chestnut, hemlock, sycamore, arbor vitæ, white willow, alder, black birch, maples (3 varieties), oaks (4 varieties). Largest trees measured, white willow about 14 ft. (difficult to measure); A group of white pines, 10 ft. 4 in.; 9 ft. 6 in.; 8 ft. 9 in.

NOTE.—A beautiful row of arbor vitæ after turning south from Grant's Corner.

NOTE.—Curious growth of oak tree on west side of same road.

## A TREE WALK NEAR PASCOAG.

PROFESSOR J. FRANKLIN COLLINS.

Starting point **Pascoag** railroad station. Walk south for a little more than half a mile and take the right-hand road. This runs along the eastern side of **Pascoag Reservoir** for two and a half miles into the town of **Glocester**, to the turnpike running west from **Chepachet**. Along the roadsides between the railroad station and the turnpike in **Glocester** the trees named below may be seen.\*

Red Maple, American Chestnut, Gray Birch, American Elm, Alder, Pitch Pine, Black Cherry, Red Cedar, White Oak, American Aspen, White Ash, White Pine, Sassafras, Tupelo, Hemlock (with its evergreen flat leaves about half an inch long and less than an eighth of an inch wide, pale or white underneath, and with a tiny distinct slender leaf-stalk hardly a sixteenth of an inch long), Black Birch, also called Cherry Birch (with its cherry-like dark bark, and sweet aromatic twigs, not bitter twigs as in the cherry), Butternut (with its compound leaves of many blades, and its well-known oblong pointed fruit from two to three inches long and about an inch thick), Poison Sumach, Juneberry (with its cherry-like leaves, conspicuous white flowers in the spring, and its small fleshy red fruit less than half an inch thick suggesting a small cherry, but really with more the structure of an apple), Honey Locust, Common Locust, Chestnut Oak, Black Oak, Scrub Oak.



Chestnut Oak Foliage.

If the walk should be continued for a mile westward along the **Glocester** road besides many already noted trees, a few additional ones may be seen; e. g., Red Spruce, Slippery Elm with its hairy twigs and rough leaf surfaces suggesting fine sand-paper), Large-toothed Poplar.

\*For certain characteristics of the oaks and maples mentioned in this article see "How to know the Oaks and Maples of Rhode Island," p. 11, and for similar comments about most of the other trees see "A short descriptive tree walk in Bristol County," both printed elsewhere in this program. Brief descriptive remarks are inserted in this article only in case of trees not mentioned in either of the above named articles.



## A WAYSIDE FABLE.

EDITH G. ALGER.

ARRANGED FOR A GROUP READING EXERCISE.

1. One still midwinter night the trees from up and down the whole long road met at the crossways. They were very beautiful trees but they were much disfigured by gaudy, unsightly signs, advertising all sorts of things to sell.
2. In the great company of trees there were vigorous maples, fragrant evergreens, and noble oaks. There were graceful elms and shady beeches. There were fruit trees, nut trees, and many other favorites of the country roadsides.
3. Merry little Christmas trees scrambled down from the hill tops to join in the excitement. Cheery whistle-willows and frolicsome pussy-willows danced along after the others. They were all eager to know what was going on. They wondered why the grown-up trees were so very anxious and unhappy.
4. A venerable pine who had long been a landmark and leader spoke first:

"Old friends, through years of storm and sunshine we have guarded this long road. We have united to make its many winding miles a delight to all who pass this way. Joyously we have offered fair blossoms, pleasant fruits, refreshing shade, and protecting shelter. We have spread a soft, fragrant carpet over the rough path. We have welcomed all singing birds and jesting squirrels to our branches that travellers might share music and mirth.

"By true kindness we have tried to merit such love as men of old had for the trees of the wood. But we have utterly failed. Our human neighbors give us neither affection nor protection. In return for our choicest gifts our well-grown trunks are marred by these great patches of strange substances without beauty, use, or meaning,—that we can discover.

"Passers by no longer delight in the peaceful charms of the wayside. They seem to see only these ugly parasites which perplex and deform us."

5. Just then an old apple tree, which was leaning over a stone wall, called out in a hearty, jovial tone:

"Surely, good neighbors, this is a droll mistake! Those patches which annoy and puzzle you contain human speech. They are labels telling the kind of fruit men wish you to yield. The troublesome labels will disappear when you succeed in growing the fruit they describe. I know this because in my younger days a short piece of human speech was bound to my slender trunk. It had the words 'Sheep Nose.' As soon as I began to form fruit of that graceful pattern the label fell to the ground. Yearly, I grow 'Sheep Noses' and I am beloved by the entire neighborhood."

6. These encouraging words seemed very wise indeed. The trees decided to make one great effort to follow the jolly apple tree's example. They proposed that each tree should grow fruits like the objects named in the signs nailed to it. They hoped by doing this to win gratitude and protection. And so they did—but not in the way they expected.
7. Some wise young birches that lived near a school house spelled out and explained to the trees the meaning of the signs that had caused such trouble and despair. The trees then returned to their usual positions in groups and rows along the highway. All the little on-lookers scampered back to their places to be in order for sunrise.

8. Months passed by. The winds began to sing the songs of autumn. Boys and girls went out to gather gay branches, nuts, and fruits. Little children went out to play in the leaves, and everybody else went out to enjoy the crisp air and pleasant sunshine. They came to the long road. But there were no brilliant branches, no beautiful carpets of rustling leaves, no tempting fruits, no glossy nuts, and no fragrant cones.
9. In place of these expected treasures the trees hung full of odd little growths like soaps, pills, yeast cakes, toothache remedies, and many other articles named on the signs which had long defaced the trees.  
It was like a queer, topsy turvey dream. No one could make pretty wreaths of bright leaves, for the leaves were trying to be corn plasters, or fly paper, or pan cakes, or some other absurd thing, and none at all were just leaves. Everything was most unnatural and wholly disagreeable.
10. The trees held out their grotesque offerings in triumph. They whispered in satisfaction: "Now will old and young be glad! These are the gifts they most desire. Now indeed will they love and protect us!"  
But the people were amazed and horrified. In spite of past neglect the trees were truly very dear to all. Immediately the friends of the trees aroused to action. They tore down the unsightly signs and destroyed them—every one. Then the trees understood and were glad.
11. Soon a great wind came that shook the trees free from all the false fruit. And a great flood came that washed like a river over the road. It swept away every trace of the unwelcome harvest.  
When springtime returned the joyful trees blossomed into miles and miles of rarest loveliness. And no one was ever again permitted to deface the trees of the long road.

#### SIGNS ON TREES.

It is a pleasure to find that intelligent property owners are no longer permitting their trees to be used as sign posts. One of the many excellent reasons why trees should not be so used is that anything fastened to a tree furnishes a nesting place for most injurious insect pests. When wire tree guards become filled with leaves and rubbish, they also are a menace to the health of the tree.

There are only a few printed signs that can possibly make the trees more beautiful. Here are two which are useful:

**DO NOT ALLOW HORSES TO INJURE TREES. \$100.00 FINE.**

—Providence, Rhode Island.

**THIS TREE IS A FRIEND OF ALL CHILDREN. BE ITS FRIEND.**

—Newark, New Jersey.



*Courtesy of the Providence Journal.*

ONE OF THE FIRST TREES PLANTED BY THE EVENING BULLETIN.

### A NOTABLE TREE CAMPAIGN.

The effective tree campaign of the Providence Evening Bulletin inaugurated about a year ago emphasizes the power of the press to promote true civic welfare. So far, nearly 5,000 Norway maples have been donated by the citizens of Providence, for use where trees are most needed. Over 200 treeless streets in the very densely populated sections have already been planted with rows of these fine maples, and the work is still in progress. The school children have co-operated in this campaign with intense delight and enthusiasm. Teachers will be encouraged to know that the leaders of this remarkable campaign regard the twenty-five years of Arbor Day instruction in the schools an important factor in creating a generation of men and women who appreciate trees and their importance to the community.

The following statement from the editor of the Providence Journal and The Evening Bulletin, is timely and significant.

## THE EDUCATIONAL EFFECTS OF ARBOR DAY.

FREDERICK ROY MARTIN.

The educational effects of Arbor Day helped materially in The Evening Bulletin's tree planting campaign. Many of the schools in the city were represented in the first lists of contributors and from the outset school children have taken much interest in seeing the shadeless streets of Providence lined with small maples which in a few years will add not only to the beauty of the city but also to the comfort and health of all who come under their beneficent shade.

The Providence school committee passed a resolution which read:

"The school committee of the city of Providence heartily approve of and indorse the campaign inaugurated by the Evening Bulletin in favor of planting trees in our city's streets and open places. They believe that this movement for the betterment and adornment of the city is practical exemplification of the lessons sought to be impressed each year upon the public school pupils by our Arbor Day observances."

This indorsement typifies the approval shown in tree-planting on the streets by all classes from the children in the primary grades up to all the classes in Brown University and its graduates when they came back for their re-unions.

The campaign has not only resulted in the addition of thousands of shade trees which will long serve to remind children of the public spirit of those who contributed the money, but it has had many indirect advantages. It has induced many citizens to plant trees in front of their homes, it has led to a more intelligent care and treatment of the trees that are now standing and it has aroused in the minds of many young people an appreciation of the great advantage of healthy trees in the community. Such gifts as that of Mrs. John Carter Brown, of oaks from Mount Vernon, and of Mr. John Shepard, Junior, of thousands of young catalpas, are also proof that Providence is alive to the pride of being known as a city of trees.

"School children who live twenty-five years" wrote one public school pupil, "will look back with keenest pleasure to their participation, even modestly, in the tree-planting revival that visited Providence in 1910."

### VIEWS OF TWO SMALL CITIZENS.

Original essays by pupils of Grade 4, Knight St. School, contributed by Mary I. Tillinghast, Principal.

#### I

Trees give policeman and people shade. Men also tie their horses to the tree and people rest under the trees. We like trees because they are so beautiful and make the streets look pretty. They often make sick people get better. I wish there were some where I live so that the street would look pretty. Don't you?

—DANIEL TROPOLI.

#### II

Trees are very helpful things. They are very useful to give people shade. They like to have birds build their nests upon them.

Trees are used to build houses. Pine trees are the strongest kind of trees. Desks are made of oak trees.

Maple trees are the best ones to make the streets look pretty. They turn red, yellow, brown, and some are green.

I wish I had trees in front of my house and in the yard too.

—DOMENICO DE SIMONE.



### EVERY PUPIL TO PLANT A TREE.

Rhode Island's twenty-fifth Arbor Day will be adequately celebrated throughout the State.

In the city of Providence it will be a memorable occasion since every child enrolled in the public schools will have a chance to plant a tree wherever he chooses to place it. The trees for this purpose, 50,000 catalpas, are the gift of John Shepard, Jr., offered "as an effective means of interesting the coming generation in the care and conservation of the trees in the city." The trees will be sent to the different schools a few days before Arbor Day. Attached to every tree will be a card of instruction as to planting and care.

As the catalpa is not native to Rhode Island, it is not a very familiar tree but some well-grown specimens may be seen in Providence in the front yard on the west side of Prospect street, between Halsey and Creighton streets. There are several west of the merry-go-round in Roger Williams Park. Others are to be found on the north side of Cypress street. "Catalpa Road" has catalpas on both sides.

City forester Johnson says of the catalpa tree: "It makes a very good tree for shade purposes in yards. It is not so good for sidewalk planting on account of its straggling growth.

Many western railroads are planting catalpas for telegraph poles and railroad ties. In six or seven years a catalpa will make a couple of ties, while in ten years it will make a telegraph pole.

It is comparatively free from insect or other enemies. It is useful as a shade tree in yards. Its branches are wide-spreading, well covered with leaves. In the spring the tree presents an attractive appearance, covered with large white blossoms tinged with violet or purple. The blossoms are followed by long bean-like seed pods which sometimes hang on the tree all winter. The leaves are pale green and heart shaped."

### HE WHO PLANTS A TREE.

#### EXERCISE FOR FOUR PUPILS.

1. "There is fine patience and broad charity in the man who plants a tree. No single action better typifies the real purpose of our living.
2. He who plants a tree may never enjoy its shade or gaze upon its full-grown splendor; but he is doing what he can to make the world a wholesomer and happier dwelling place for those who come after him.
3. He who plants a tree plants shade, rest, love, hope, and peace for troubled ones who will come his way when he is gone.
4. There is nothing in which God asks so little of us, and gives so much as in the planting of a tree. He gives the soil, the seed, the moisture, the sunshine, the air—yes, and the selfless impulse to do our little part of just planting."

—CHARLES GRANT MILLER IN "COUNTRY LIFE."



### THE-OUT-OF-DOOR-BOY.

The out-of-door-boy is the fellow for me,  
 Who finds a companion in mountain and sea;  
 Who likes to go camping, who likes to be near  
 His good mother nature all thro' the long year.  
 Who never complains when a rough spot is met,  
 Whose flag at the masthead of honor is set,  
 Who's strong in his labor and strong in his play,  
 Who has an ambition to better each day.

The boy who loves nature and all that she lends,  
 And with all creatures living is bound to be friends—  
 He may be a huntsman or fisher, and still  
 Be prince of the river and king of the hill.  
 The out-of-door-boy is the fellow for me,  
 Who betters his pastimes whatever they be;  
 May he grow in his numbers till every boy  
 Is an out-of-door scholar, partaking its joy.

—SELECTED.



Six of the eleven large Sassafras Trees at Crescent Park. The largest (where the man stands) is 8 ft. 5 in. girth.

## A SHORT DESCRIPTIVE TREE WALK IN BRISTOL COUNTY.

PROFESSOR J. FRANKLIN COLLINS, Brown University.

Distance, two and one-half miles. Starting point, **Nayatt** station on the N. Y., N. H. & H. R. R., in the town of **Barrington**. From the station, which we will call **POINT A**, go north (to the left as you approach from Providence; to the right as you approach from Warren, Bristol, or Fall River) along the road until nearly past the small pond on the right. Take the left-hand road at this point (**POINT B**) and go northward through the woods for nearly half a mile to the first cross-road (**POINT C**). Turn to the right (eastward) and go about a third of a mile to the end of the road (**POINT D**). Turn to the left (north) for about an eighth of a mile to the end of the road (**POINT E**), to the east for about a quarter of a mile to the first cross-road (**POINT F**), thence southeast for a little more than a mile to the **Barrington** station (**POINT G**).

For characters by which the oaks and maples mentioned below may be recognized, see article elsewhere in this program on "How to know the Oaks and Maples of Rhode Island."

Starting from point **A** notice, on the right, a short row of **ARBOR VITÆ** trees, with their flat evergreen sprays covered with closely appressed scale-like leaves. In the yard on the left or along the fence are three **BUCKEYE** and four **HONEY LOCUST** trees; the former looking much like a Horse-chestnut except in the absence of the sticky winter buds the spines on the fruit, and the large whitish flowers. The **Honey Locusts** may readily be known by the large branched strong thorns, the much compounded leaves, and the long flat pods, the latter often a foot or more in length and an inch in width.

On the right, at the fork in the road, are several **BLACK LOCUST** trees also called **White Locust**, **Yellow Locust**, and **Common Locust** (with deeply furrowed bark, scattered short spines, and compound leaves). On the left note the large **CRACK WILLOW** trees, so called on account of the twigs being very brittle at the points where they branch out from the larger twigs. Along the road by the pond may be seen the **NORWAY MAPLE** (with its medium sized branches distinctly striped), the **RED MAPLE** (with its red twigs), and the **COMMON BLACK CHERRY** (with its often flaky bark, marked with short, horizontal dark bands, and with a strong bitter almond odor and taste to the broken twigs).

If at point **B**, a short trip is made, for perhaps a hundred yards, along the road to the right, the **PITCH PINE** (with its evergreen needles, three in a cluster) may be seen; also the **BLACK OAK**, the **ALDER** (upon which the old cones, or fruits, half an inch long, commonly persist throughout most of the year), the **WHITE OAK**, the **RED CEDAR** (which can usually be recognized by its having two kinds of leaves—sometimes only one kind is present—one awl-shaped and sharply pointed and about a quarter of an inch long, the other very small and scalelike and about one-sixteenth of an inch long and closely overlapping those above). Here also may be seen the **WHITE PINE** (with its evergreen needles, five in a cluster, much slenderer than those of the **Pitch Pine**), and the **GRAY BIRCH** (with its chalky white bark and triangular, long-pointed leaves).

Returning to point **B**, go northward on the left hand road and you will see the **GRAY BIRCH**, the **RED CEDAR**, **NORWAY MAPLES** (on both sides of the road), and the **BLACK CHERRY**. Several **TUPELO** trees (also called **Sour Gum**, or **Black Gum**) grow in the wet woods. This tree may usually be recognized by its horizontal or deflexed branches and small, smooth-edged leaves. Here too grows the **WHITE OAK**, and, on the left, a large **BLACK OAK**, 11 feet 11 inches in girth. On the right is a single fair sized **LOMBARDY POPLAR** (with its slender upright branches giving the tree a characteristic spiry appear-

ance). Farther along is the SCARLET OAK, the RED MAPLE, the LARGE-TOOTHED POPLAR (with a light olive bark broken by dark furrows or ridges, and roundish leaves with coarse teeth about one quarter or one-half inch apart), the WHITE PINE, the MOCKER-NUT HICKORY (with its hard bark broken into shallow close furrows, often suggesting stripes rather than furrows, and a fruit consisting of a single hickory nut inclosed in a husk, the latter from one-eighth to one-quarter of an inch thick), the SWAMP WHITE OAK (the bark of branches about one inch in diameter are usually characteristically roughened by the upturned loosened edges of fragments of the outer bark), the SASSAFRAS (with its shiny yellowish-green twigs and aromatic inner bark), YELLOW BIRCH, also called Silver Birch (with its glossy yellowish, buff, or silvery bark, the outer layers of which curl up at loosened edges into tissue-paper-like rolls or coils), and the RED OAK.

At point C, turn to the right. The white trunks of the GRAY BIRCH and the dark furrowed trunks of the COMMON LOCUST are conspicuous. On the right, about 22 yards from the corner (i. e. from point C), close to the roadway, may be seen a good sized bush of the POISON DOGWOOD, often called Poison Sumach, or Swamp Sumach, or Poison Elder. Those who are easily poisoned by either this or the Poison Ivy should not come in contact with it, nor, perhaps, stand to the leeward of it when in bloom, if the wind is blowing. There is at least one other bush of the same a few yards farther along on the same side of the road. The bush may be recognized by its drooping clusters of small grayish berries, or small greenish-gray flowers, its compound leaves consisting of 5 to 13 separate pointed blades with no teeth along the margins. Nearby may be seen the BLACK CHERRY, and, before the next corner is reached, four kinds of oaks, the WHITE, the BLACK, the SWAMP WHITE, and the SCARLET. Along with these are the RED MAPLE, the WHITE PINE, the ARBOR VITÆ, the AMERICAN ELM (with its pointed leaf having a doubly toothed margin, very unsymmetrical base, and straight side veins).

At point D, turn northward and note the BLACK CHERRY, the RED MAPLE, the SYCAMORE MAPLE, the RED CEDAR, the AMERICAN ELM, and, at the left-hand corner at point E, a large YELLOW WILLOW (its slender leaf with pale and hairy under surface, small marginal teeth, and yellowish-green twigs). Between points E and F, note the NORWAY MAPLE, the AMERICAN ELM, the RED MAPLE, the BLACK CHERRY, the MULBERRY.

From point F to point G, many now familiar trees may be seen, and several new ones; the AMERICAN ELM, the ABELE, also called White Poplar or Silver-leaved Poplar (with its occasional areas of light or olive colored smooth bark—old trunks usually have no smooth bark—its somewhat angular leaves with silvery-white hairy lower surface), HORSE-CHESTNUT, the SPRUCE (with short, evergreen four-angled needle-like leaves), the ARBOR VITÆ, the RED MAPLE, the BLACK CHERRY, the SWEET CHERRY or Cultivated Cherry, the WHITE ASH (with compound leaves, opposite leaf scars and buds, and fruits shaped like a tiny paddle), the WHITE PINE, the EUROPEAN LARCH (with small cones and clusters of many needle-like leaves which fall in the autumn), the LINDEN (with its nearly round heart-shaped leaves pointed at the tip and usually unsymmetrical at the base), the RED CEDAR, the TULIP TREE (with its leaf characteristically appearing as if cut squarely off at the apex, or rather with a broad shallow notch at the apex), the CRACK WILLOW, the PITCH PINE, the SMOOTH SUMACH (with compact clusters of small red hairy fruits, compound leaves which are notched along the margins, and with a sticky milky juice), the LARGE-TOOTHED POPLAR, the GRAY BIRCH, the BLACK OAK, the SWEET CHERRY, the BUTTONWOOD, or Plane-tree, or American Sycamore with its characteristically blotched light and dark colored bark, and with leaves suggesting a grape), and the SWAMP WHITE OAK.

At the **Barrington** station may be seen several AUSTRIAN PINES (with two evergreen needles in a cluster), and, just west of the station some AMERICAN CHESTNUTS.

### TREE PLEDGE.

**WE, THE PUPILS OF THE WARREN STREET SCHOOL, DO THIS DAY PLEDGE TO CARE TENDERLY FOR AND PROTECT THIS OUR TREE FROM HARM OF ANY KIND. WE SHALL ALWAYS LOVE THE "KING OF TREES"—THE OAK.**

The above pledge was given in unison by the pupils of the Warren Street School, Providence, after planting an oak from Mt. Vernon, January, 1911. Contributed by ELIZABETH S. ROBINSON, PRINCIPAL.

### THE ACORN.

Yon sturdy oak whose branches wide  
 Boldly the storms and winds defy,  
 Not long ago an acorn small  
 Lay dormant 'neath a summer sky.

### THE OAK.

A little of thy steadfastness,  
 Rounded with leafy gracefulness,  
     Old oak, give me—  
 That the world's blasts may round me blow,  
 And I yield gently to and fro,  
 While my stout-hearted trunk below,  
 And firm set roots unshaken be.

—JAMES RUSSELL LOWELL.

### SAVE THE WHITE OAK.

Attention was called to the practice of cutting the fine specimens of white oak, along with other trees, for cordwood. Fuel should be derived largely from the slash after lumbering, from the improvement cuttings in the wood-lots in which inferior kinds and suppressed trees, including white oak, are removed, and from such trees as red maple, grey birch, pitch pine, poplar, and alder; then, after reserving for dimension lumber, the white, black, and red oaks, there still remain six other species,—the scarlet, scrub, post, pin, chestnut, and swamp white oaks,—all of which are suitable for ties, posts, and cordwood; although large, straight specimens of these would be worth more for lumber. The cutting of white oak for fuel wood after it has reached a diameter of six inches, when it usually begins to grow more rapidly, is a striking example of wastefulness of the State's natural resources.

—JESSE B. MOWRY, Commissioner of Forestry (Report 1910.)



## THE USES OF THE FOREST.

## GROUP EXERCISE FOR FIVE PUPILS.

1 A forest, large or small, may render its service in many ways. It may reach its highest usefulness by standing as a safeguard against floods, winds, snow slides, moving sands, or especially against the dearth of water in the streams. A forest used in this way is called a protection forest, and is usually found in the mountains, or on bleak, open plains, or by the sea. Forests which protect the headwaters of streams used for irrigation, and many of the larger windbreaks of the Western plains, are protection forest. The Adirondack and Catskill woodlands were regarded as protection forests by the people of the State of New York when they forbade, in the constitution of 1895, the felling, destruction, or removal of any trees from the State Forest Preserve.

2. A farmer living directly on the produce of his land, would find his woodlot most useful to him when it supplied the largest amount of wood for his peculiar needs, or the best grazing for his cattle. A railroad holding land which it did not wish to sell would perhaps find it most useful when it produced the greatest number of ties and bridge timbers. In both cases the forest would render its best service by producing the greatest quantity of valuable material. This is the central idea upon which the national forests of France are managed.

3. The greatest return in money may be the service most desired of the forest. If a farmer wished to sell the product of his woodlot instead of consuming it himself, his woodland would be useful to him just in proportion to its net yield in money. This is true also in the case of any owner of a forest who wishes to dispose of its product, but who cannot, or will not, sell the forest itself. State forests, like those in the Adirondacks, often render their best service, in addition to their usefulness as protection forests, by producing the greatest net money return.

4. Well-managed forests are made to yield their service always without endangering the future yield, and usually to its great advantage. Like the plant of a successful manufacturer, a forest should increase in productiveness and value year by year.

5. Under various circumstances, then, a forest may yield its best return in protection, in wood, grass, or other forest products, in money, or in interest on the capital it represents. But whichever of these ways of using the forest may be chosen in any given case, the fundamental idea in forestry is that of perpetuation by wise use; that is, of making the forest yield the best service possible at the present in such a way that its usefulness in the future will not be diminished, but rather increased.

—GIFFORD PINCHOT.

THE TRUE LOVERS OF OUT-OF-DOORS LEAVE A PICNIC PLACE OR A CAMPING GROUND FREE FROM RUBBISH, THAT IT MAY BE AS BEAUTIFUL AFTER THEY HAVE GONE AS IT WAS WHEN THEY CAME.



THE ARBOR DAY PROGRAMS ARE MADE FOR THE BOYS AND GIRLS IN THE PUBLIC SCHOOLS OF RHODE ISLAND.

THE COPIES SHOULD BE CAREFULLY KEPT AS THEY WILL BE FOUND VERY USEFUL IN THE YEARS TO COME.



The Great Chestnut in North Providence, girth 19 ft. 9 in.

NOTE: This interesting picture, and all others in this pamphlet (unless specified), is the work of Professor J. Franklin Collins.

#### ACKNOWLEDGMENT.

Grateful acknowledgments are extended to publishers and authors for kind permission to use songs and selections in this pamphlet; to those who have prepared and contributed special articles and illustrations, which enrich its pages; and especially to Mrs. John L. Alger, whose service in compiling and editing material has chiefly determined its value.

WHAT ARE YOU DOING TO MAKE YOUR NEIGHBORHOOD MORE HEALTHFUL AND MORE  
BEAUTIFUL?

## MAY.

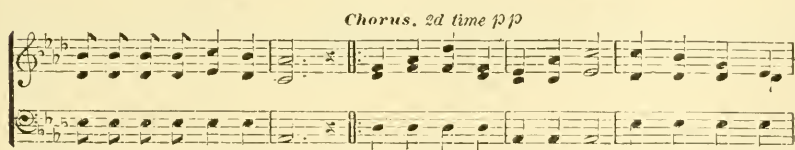
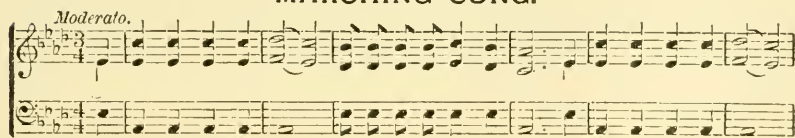
Blithe little bird in the maple tree swinging,  
My heart echoes softly the song you are singing;  
It tells me that the woods have put on their adorning,  
And have sent me a welcome this sunny May morning.  
For sunshine alone doesn't make the May weather,  
'Tis the woodland, and song, and singer together.

—SELECTED.

## —The March.

*Suggestions.*—See that the children keep step to the air of the song. Arrange them according to size, the smallest first, that the column may present a picturesque appearance.

## MARCHING SONG.



1 There's Springtime in the air  
When the happy robin sings,  
And earth grows bright and fair,  
Covered with the robe she brings.

*Cho.* March, oh, march, 'tis Arbor Day,  
Joy for all and cares away;  
March, oh, march, from duties free  
To the planting of the tree.

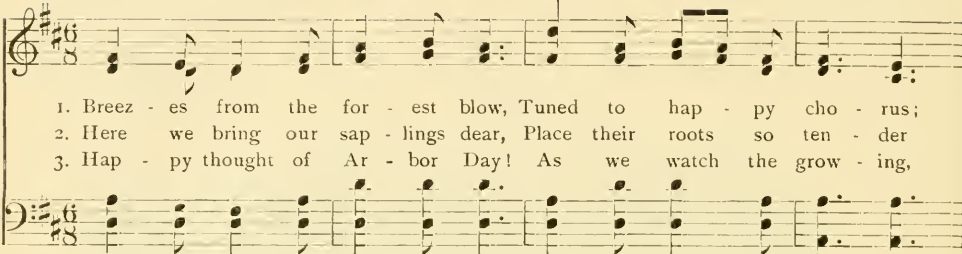
2 There's Springtime in the air  
When the buds begin to swell,  
And woodlands, brown and bare,  
All the summer joys foretell.—*Cho.*

3 There's Springtime in the air  
When the heart so fondly prays;  
This tribute, sweet and rare,  
We to mother earth may raise.—*Cho.*

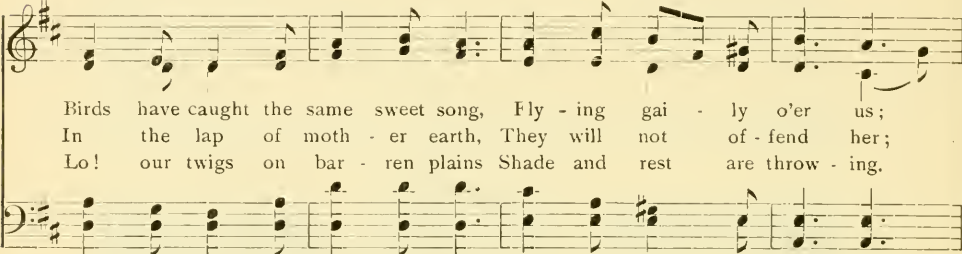
## THE DAY OF PLANTING

Mrs. ADALINE H. BEERY

C. K. LANGLEY

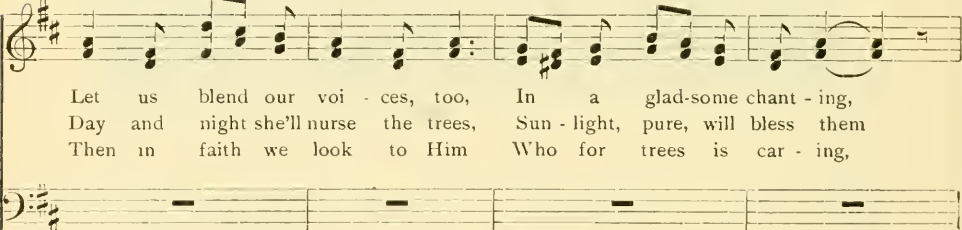


1. Breez - es from the for - est blow, Tuned to hap - py cho - rus;  
 2. Here we bring our sap - lings dear, Place their roots so ten - der  
 3. Hap - py thought of Ar - bor Day! As we watch the grow - ing,

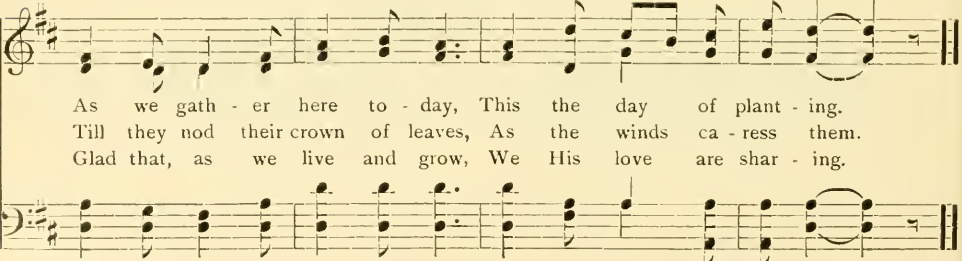


Birds have caught the same sweet song, Fly - ing gai - ly o'er us;  
 In the lap of moth - er earth, They will not of - fend her;  
 Lo! our twigs on bar - ren plains Shade and rest are throw - ing.

## DUET.



Let us blend our voi - ces, too, In a glad-some chant - ing,  
 Day and night she'll nurse the trees, Sun - light, pure, will bless them  
 Then in faith we look to Him Who for trees is car - ing,



As we gath - er here to - day, This the day of plant - ing.  
 Till they nod their crown of leaves, As the winds ca - ress them.  
 Glad that, as we live and grow, We His love are shar - ing.

Copyright, 1894, by HENRY DATE.

From "Uncle Sam's School Songs," HOPE PUBLISHING COMPANY, Chicago, Publishers.

## GLADLY LEND A HAND

Miss CAROLINE HAZARD

Tune: "Auld Lang Syne"

1. Full ma - ny a thou - sand liv - ing leaves It takes to deck one tree,  
 2. Full ma - ny a flower must blos - som fair, To deck the robe of Spring;  
 3. And nei - ther leaf nor fair - est flower But does its part with joy.

And each leaf flut - ters in the breeze To make it fair to see.  
 Full ma - ny a bird must do its share To make the cho - rus ring.  
 Then let us each from this glad hour, Our no - blest powers em - ploy,

Then look not down, but ev - er up, Look out o'er all the land,  
 Then look not down, but ev - er up, Look out o'er all the land,  
 And look not down, but ev - er up, Look out o'er all the land,

Look for - ward, for - ward, nev - er back, And glad - ly lend a hand.

# WELCOME TO ARBOR DAY.

Words by E. F. STEARNS.

Arr from GERMAN FOLKSONG.

*Cheerfully.*

1. Welcome to Ar - bor Day! Glad-ly we sing, Na-ture from  
 2. Welcome to Ar - bor Day! Come one and all, Join in our

sleep a - wakes, Greeting to Spring! Blossoms with o - dors rare  
 mer - ry glee, List to our call. Woods with their tri - bute ring,

Make earth a gar-den fair; Sound we thy prais - es with notes loud and  
 Birds cheerful off'-ring bring; Swelling the cho - rus in one gladsome

clear, Wel-come to Ar - bor Day! Bright words of cheer.  
 song, Wel-come to Ar - bor Day! Ech - oes a - long.



## 2 The Beautiful Woods

SARAH C. PADELFORD.

EMORY P. RUSSELL.

1. O the pleas - ant woods of Spring - time! When ba - by ferns a - wake  
 2. O the joy - ous woods of Sum - mer! When un - der man - tles green,  
 3. O the peer - less woods of Au - tumn! When flam - ing are the trees  
 4. O the mag - ic woods of Win - ter! When snow - flakes in the air

Their ti - ny fin - gers o - pen - ing, While buds 'to blos - soms break.  
 The for - est trees are gath - er - ing, The sun - light's gold - en sheen.  
 In taw - ny sun - light shim - mer - ing, Or flash - ing in the breeze.  
 With spot - less robes are cov - er - ing, The branch - es brown and bare.

The wal - nuts hang their tas - sels out, The wil - lows bend 'to greet The  
 In mos - sy dells, by tink - ling rills The birch - es, robed in white Are  
 The ma - ples blush - ing, give their wealth, The chest - nuts show - er down Their  
 The spruce and hem - lock, pine and fir, Are wear - ing still their green, And

cro - cus - es and vi - o - lets, Up - spring - ing at their feet.  
 guard - ed by the gi - ant oak, Their stead - fast, stal - wart knight.  
 treas - ures rich, with price - less gems From black oak's gold - en crown.  
 thus through - out the chang - ing year, The love - ly woods are 'seen.

## NATURE LOVER'S CREED.

## GROUP EXERCISE FOR TWELVE PUPILS.

1. I believe in nature and in God's out-of-doors.
2. I believe in pure air, fresh water and abundant sunlight.
3. I believe in the mountains, and as I lift up mine eyes to behold them, I receive help and strength.
4. I believe that below their snowy crowns their mantles should be ever green.
5. I believe in the forests where the sick may be healed and the weary strengthened; where the aged may renew their youth, and the young gather stores of wisdom which shall abide with them forever.
6. I believe that the groves were God's first temples, and that here all hearts should be glad, and no evil thought come to mar the peace; I believe that all who seek shelter within these aisles should guard the noble heritage from harm, and the fire fiend never be allowed to roam unwatched.
7. I believe in the highland springs and lakes, and would have noble trees stand guard around them; upon the mountain sides I would spread a thick carpet of leaves and moss through which the water might find its way into the valleys and onward to the ocean.
8. I believe in the giant trees which have stood for thousands of years, and pray that no harm shall come nigh them.
9. I believe in the axe of the trained woodsman and would have it hew down the mature trees of to-day that we may secure lumber for our needs, and the trees of smaller growth have more light, air and space.
10. I believe in the seeds of the trees, and would gather and plant them, and I would care for the seedlings until they are ready to stand with their brothers in the forests and plains; then the wilderness and the dry land shall be glad and the desert shall rejoice.
11. I believe in protecting the birds and animals that live amidst the trees, and the ferns and mosses and blossoming plants.
12. I believe in all the beautiful things of nature, and would preserve, protect and cherish them.

"Come let's to the fields, the meads, and the mountains,  
The forests invite us, the streams and the fountains."

—MRS. P. S. PETERSON.





FLOWERS OF BLACK OAK

May bedecks the naked trees  
With tassels and embroideries,  
And many blue eyed violets beam  
Along the edges of the stream.

—*Van Dyke*

Young oak leaves  
Mist the side hill woods with pink.

—*Lowell*





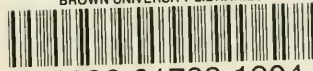
DATE DUE

SEP 30 2006

UPI

PRINTED IN U.S.A.

BROWN UNIVERSITY LIBRARIES



3 1236 01782 1904

